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ABSTRACT

Intended to serve as a model to aid school districts as they develop and review their language arts curricula, this curriculum guide for secondary school lists in parallel columns topics/concepts, learning outcomes, and sample learning objectives for language skills in the areas of oral communication, reading, and writing. Topics and concepts listed in the first column define broadly the content to be studied in each of these areas, including such language skills as speaking, listening, writing, language and composition, and literature. The second column lists the learning outcomes or the goals toward which student learning is directed, and the third column lists sample learning objectives--reasonable measures of student progress toward stated goals. At least one sample learning objective is stated for each learning outcome. The guide also includes the comments and suggestions of several persons who contributed their time to reviewing the guide. (HOD)

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Language Arts

lan'guage (lăng'gwĭj), *n.* [With *u* after F. *langue*, fr. ME. *langage*, fr. OF. *langage*, fr. *langue* tongue, language, fr. L. *lingua*. See TONGUE; cf. LINGUAL.] **1. a** Audible, articulate human speech as produced by the action of the tongue and adjacent vocal organs. **b** The body of words and methods of combining words used and understood by a considerable community, esp. when fixed and elaborated by long usage; a tongue; as, the Latin *language*. In this sense there are over a thousand languages in the world, most of them classified into linguistic families, as the Indo-European, Semitic, Austronesian, Bantu. A language may have several forms, as the literary or standard, the colloquial, the vulgar or popular, the dialectal. Several artificial languages have been devised for universal use. See INTERNATIONAL AUXILIARY LANGUAGE.

2. Any means, vocal or other, of expressing or communicating feeling or thought. In the usual sense, *language* means a system of conventionalized signs, esp. words or gestures having fixed meanings. But not all intelligible expressions are fixed, nor are all used exclusively for communication, since language plays a large role in our thinking processes. Hence *language* may mean (1) expression that conveys ideas, (2) expression that symbolizes ideas. Bodily expression, whether gesture or articulation, and inscription, as printing, writing, etc., are its chief forms, but any systematic symbolism, in a more or less transferred sense, is called *language;* as, the *language* of art.

3. Specif.: **a** The faculty of verbal expression and the use of words in human intercourse; also, the words themselves in their grammatical relationships as given or preserved in literary embodiments. See AGGLUTINATIVE LANGUAGES, INFLECTIONAL LANGUAGES, ISOLATING LANGUAGES. **b** The inarticulate sounds by which animals inferior to man express their feelings or their wants.

4. A special manner of use of expression, esp. verbal expression; specif.: **a** Form or manner of expression; characteristic mode of arranging words, peculiar to an individual speaker or writer; style.

> Others for *language* all their care express. *Pope.*

b The vocabulary and phraseology belonging to an art or department of knowledge; as, medical *language;* the *language* of chemistry or diplomacy. **c** The suggestion, by objects, actions, or conditions, of ideas associated therewith; as, the *language* of flowers. **d** *Vulgar, Brit.* Profanity; abusive epithets.

5. Talk; speaking; esp., censure; abuse. *Obs.*

6. Faculty of speech; ability to speak.

> Oh, that those lips had *language.* *Cowper.*

7. a *Rare.* A people or nation, as distinguished by its speech. *Dan.* iii. 7. **b** A national division of an international order; as, the *language* of Aragon of the Hospitalers.

8. The study of language, a language, or languages.

Syn. — LANGUAGE, SPEECH are often interchangeable. But SPEECH retains more explicitly than *language* the fundamental suggestion of articulate or vocal utterance; LANGUAGE has acquired a more generalized application; as, "The *language* of the age is never the *language* of poetry" (*T. Gray*); "Thou art a Galilean, and thy *speech* agreeth thereto" (*Mark* xiv. 70). See DICTION; cf. CANT.

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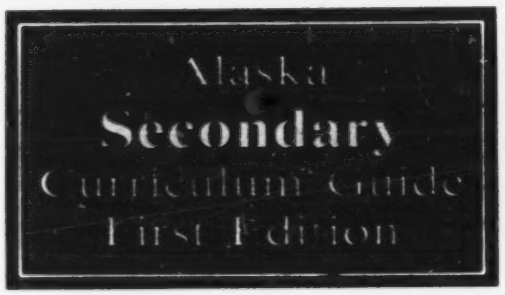
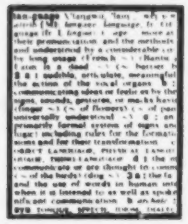


SECONDARY LANGUAGE ARTS

ALASKA CURRICULUM GUIDE

First Edition



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Alaska Department of Education

August 1985

SECONDARY LANGUAGE ARTS

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"A powerful agent is the right word. Whenever we come upon one of these intensely right words in a book or newspaper the resulting effect is physical as well as spiritual, and electrifying prompt."

Mark Twain

PREFACE TO THE SERIES

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This first field edition curriculum guide is one of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. It is not intended that any of these field edition guides be used directly by teachers for instructional purposes. Districts are expected to develop their own locally suitable curriculum based on these guides. Districts have or are developing their own locally suitable curriculum using these guides as a base and point of departure. In the future as schools use this material to plan and implement programs, its value will be measured by the increased abilities of students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals provided input to a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the review of each content area. contributors to specific guides are listed in the acknowledgements sections of those guides. In

one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents subject to revision every few years as part of the six year curriculum review cycle that was recently initiated by new curriculum regulations. Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages (Secondary)	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists topics/concepts, learning outcomes, and sample learning objectives in three columns. (In the case of Secondary Foreign Language, the first column is headed topics/skills.)

Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area.

Learning outcomes, in the second column, describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

Sample learning objectives, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes. At least one sample learning objective is stated for each learning outcome. It is intended that the sample learning objectives are just that: samples only. They do not constitute a learning program. School districts generate their own locally applicable learning objectives within the framework of their district topics/concepts and learning outcomes.

The guides are grouped by grade level groupings (except Mathematics) — grades 1-3, 4-6, 7-8 for the elementary level, and 9-12 for the secondary level. Mathematics is presented sequentially grade by grade. Recognizing the unique characteristics of the five year old learner, Kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for those courses.

The Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between state and local school districts is crucial. We seek to promote individual variation while stressing the collective responsibility for educating all students in Alaska. It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE TO

SECONDARY LANGUAGE ARTS GUIDE

The arts and skills of the English language have been at the core of education for generations. While there has been enormous technological and social change with regard to communications, the skills of reading, writing, listening and speaking remain the foundation for all human activities. Language--written and spoken, heard and read, is central to an education that prepares students for a life with purpose and meaning. Competence in language serves a variety of purposes: accomplishing the business of daily life, communicating attitudes, ideas and feelings, expanding thought and informing the imagination.

Because language skills are interrelated, it is not possible to isolate them in practice, even though, for the purposes of this guide they are outlined under the general concepts, Oral Communication, Reading and Writing. Moreover, while this guide includes outcomes in reading, writing, speaking and listening as a part of the study of language, it is evident that such abilities are important to and should be developed in every subject. Although literature, language and composition may be the special province of language arts, competence in writing and reading pertains to all academic disciplines.

The curriculum guide is intended to serve as a model to aid school districts as they develop and review their own curriculum in the area of language arts. In the future, as schools use this material to plan and implement programs, its value will be measured in terms of the increased abilities of students to learn to think and perform as informed and productive citizens.

Concepts, shown in the first column, describe the major parts of each curricular area. The define broadly the content to be included in the study of Oral Communication, Reading and Writing.

Learning outcomes, shown in the second column, describe the behavior that students will demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

The goals of language arts can be summarized as follows:

Oral Communication

- The ability to engage in discussion as both speaker and listener-- interpreting, analyzing, and summarizing.
- The ability to contribute to classroom discussions in a way that is readily understood by listeners--that is, succinct and to the point.
- The ability to present an opinion persuasively.
- The ability to recognize the intention of a speaker and to be aware of the techniques a speaker is using to affect an audience.
- The ability to recognize and take notes on important points in lectures and discussions.
- The ability to question inconsistency in logic and to separate fact from opinion.

Reading

- The ability to read critically by asking pertinent questions about what they have read, by recognizing assumptions and implications, and by evaluating ideas.
- The ability to read a literary text analytically, seeing relationships between form and content.
- The ability to read with understanding a range of literature, rich in quality and representative of different literary forms and various cultures.
- Interest in and a sense of inquiry about written works.
- The ability to respond actively and imaginatively to literature.

Writing

- The recognition that writing is a process involving a number of elements, including collecting information and formulating ideas, determining their relationships, drafting, arranging paragraphs in an appropriate order and building transitions between them, and revising what has been written.
- The ability to write as a way of discovering and clarifying ideas.
- The ability to write appropriately for different occasions, audiences, and purposes (persuading, explaining, describing, telling a story).
- Skill and assurance in using the conventions of standard written English.

Students also need to understand in some depth the following principles concerning the English language. These goals are integrated throughout the guide:

- English, like every other language, operates according to grammatical systems and patterns of usage.
- English continues to undergo change.
- English has several levels of usage, and consequently the language appropriate in some situations may not be appropriate in others.
- English words, like those of other languages, gather meaning from their context and carry connotation.

Secondary students are expected to refine their use of the oral and written language and expand their abilities to analyze, interpret, and synthesize.

It is expected that secondary students will develop at their own level of language ability. Given today's rapidly expanding base of information and knowledge it is important that students also develop useful information retrieval skills. Information retrieval skills, often referred to as library, media, research, or study skills, enable students to be proficient in such things as locating, selecting, using, and

applying information available in print and non-print sources. A primary goal of the information retrieval skills category is to insure that all students become life long users of information for study, research, or leisure time pursuits.

Sample learning objectives, shown in the third column, are reasonable measures of student progress toward stated goals. Each objective is presented as only one of many that could assess students' performance. Local school districts are encouraged to develop more comprehensive guides that reflect the unique behavioral knowledge and needs of their students and appropriate methods and techniques of instruction.

ACKNOWLEDGEMENTS

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak
Anchorage
Annette Island
Bristol Bay
Copper River
Cordova
Craig
Delta/Greely
Fairbanks
Galena
Haines
Iditarod
Kenai Peninsula
Ketchikan
Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

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new Mexico
New York
North Carolina
Oregon
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
West Virginia
Virgin Islands
Guam

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Special thanks are due to Gloria Lerma and Andrea Levy for their cheerful and seemingly endless typing and management of details.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
ORAL COMMUNICATION Listening	There are a range of purposes for listening: - courtesy - information - ideas - enjoyment	
		Listen for a specific purpose (e.g., for instructions, main ideas, supporting details).
		Select from a speech the particular information she/he wants or needs.
	Oral presentations can be evaluated for clarity of purpose, organization, and relevance of information to topic.	
	Evaluate data in oral presentations.	
		Assess credibility of a speaker, based upon criteria.
		Utilize new information in ways meaningful to him/her.
	The speaker's use of language affects listener's response (e.g., establishes mood, triggers emotional reaction).	
		Assess the validity and completeness of the logic in arguments which he or she hears.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Speaking	Communication depends upon speaking distinctly with adequate volume for the words to be understood; and that the larger the audience, the more care must be given to articulation.	
		Demonstrate how good articulation requires energetic muscle action.
	Pitch, modulation, intonation and volume affect the effectiveness of oral reading.	
		Achieve relaxation of throat, jaw, neck, and shoulder through proper exercise.
		Project his or her voice appropriately for the speaking occasion (e.g., class, play).
Oral Interpretation	There are steps in analyzing the thought of a prose section: 1) reading for general meaning, 2) checking word meaning, 3) checking word grouping, 4) analyzing figures of speech.	
		Select a passage from a story or novel that is appropriate for oral interpretation.
	There are ways to prepare a poem for oral reading.	
		Select a poem for oral interpretation. Analyze the mood and meaning.
		Compare accurate meanings and moods by effective use of his or her voice.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Oral Interpretation-cont.	Listeners give the oral reader clues as to his or her effectiveness, both auditory and visual.	Explain how the audience responded to his/her reading by noting both auditory and visual clues. Adjust his/her reading in terms of mood, rhythm, eye contact, etc., based upon clues from audience. Establish a relationship with his or her audience.
Group Interaction	The purpose of assembly in a group affects the relationships of members (e.g., treaty negotiations, planning a social event, brainstorming).	Role play various group situations and point out the relationship among members in the different situations.
	There are ways to increase effectiveness in group communication: act as a catalyst; listen carefully, examine one's own motives, be aware of group sensitivities, etc.	Demonstrate a method for increasing group communication given various group problems.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Group interaction-cont.	There are skills necessary for effective group work, including: 1) obtain basic information, 2) use logical thinking before and during discussion, 3) demonstrate attitudes conducive to cooperation and achievement, 4) use effective communication skills.	Use the following skills in achieving an effective solution to a group problem: 1) obtain basic information, 2) use logical thinking before and during discussion, 3) demonstrate attitudes conducive to cooperation and achievement, 4) use effective communication skills.
Forms Group Interaction	Group function is impaired by individuals focusing on personal needs.	Recognize and discuss individual behavior which impedes group effectiveness and demonstrate a way to move the individual in a constructive way.
Discussion	A good discussion topic is often put in the form of a simple, impartially phrased question.	Phrase discussion topics in simple, impartially phrased questions.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Forms Discussion-cont.	Discussions usually have one purpose: 1) to exchange ideas, or 2) to reach an agreement.	
		Identify the purpose of various discussion problems.
	Small group discussions may take several forms including round table, committee, panel or symposium.	
		Select the most appropriate form for small group discussions based upon purpose.
	A group member should prepare for a discussion.	
		Prepare for a discussion by: 1) reviewing personal knowledge, 2) bringing information up to date, 3) determining a tentative point of view, 4) relating facts and ideas to the problem and people involved.
	A thorough group investigation of a topic includes: 1) a definition of terms, 2) a consideration of background material, 3) an exploration of principles or causal relationships inferred from information considered.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Forms Discussion-cont.		Conduct a group investigation of a pertinent topic to Alaska, including: 1) definition of terms, 2) consideration of background material, 3) exploration of principles or causal relationships inferred from information considered.
	The analysis of a discussion question includes evaluation of the problem's scope, determination of cause, and suggestions for an effective solution.	Analyze a discussion question by evaluating the problem's scope, determining the cause and suggesting an effective solution.
	Certain skills enhance the effectiveness of discussions.	Participate in a meeting according to the rules of parliamentary procedure.
		Demonstrate the responsibilities of a discussion leader by: 1) preparing an overall outline, 2) beginning with opening statement, 3) guiding meeting, 4) encouraging participation, 5) moderating conflicts, 6) developing consensus.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Forms Debate	Formal debate may be classsified as political, legal or academic.	
		Identify the purpose of a debate in terms of political, legal or academic.
	An issue in debate is any main question of fact or theory upon which the final determination of the proposition rests.	
		Explain the characteristics of a good proposition: 1) it has two sides 2) it is free of ambiguous terms 3) it is stated in the affirmative 4) it proposes a course of action.
	Debate utilizes certain strategies, procedures and skills.	
		Introduce his or her topic by giving background information sufficient to interest and enlighten the audience.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
ORAL COMMUNICATION		
Forms		
Debate-cont. Interviews		
	There are various interview purposes such as surveying, gathering information in research, preparing for an article, or presenting it publicly.	
		Plan and conduct productive interviews for various purposes.
Speeches	There are purposes for each of the classifications of speeches: informative, persuasive, entertaining, inspirational.	
		Conduct a demonstration speech as a kind of informative speech where "how to" do something is explained, using visual aids.
	Speeches are used for special occasions.	
		Give a speech for a special occasion.
		Adapt the formality of his speech, both language and content, to the audience he/she is addressing.
	The main ideas of a speech classify a body of related ideas.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Speeches-cont.		Use a main point to support, describe, or clarify the central idea of a speech.
	Most speeches have an introduction, body, and conclusion.	Demonstrate various devices for beginning a speech including: 1) a reference to the subject or occasion, 2) a rhetorical question, 3) a startling statement, 4) a quotation, 5) an anecdote or illustration. Integrate the introduction and conclusion smoothly into the fabric of the speech.
	Definitions, examples, descriptions, comparisons, and restatements explain difficult terms or ideas in a speech.	Use definitions, examples, descriptions, comparisons and restatements to explain difficult terms or ideas in a speech on a local issue.
	A speech may be impromptu, extemporaneous, memorized, read from a manuscript, or a combination of these.	Demonstrate the steps in practicing an extemporaneous speech: learning the outline, studying the sequence of ideas, memorizing opening and closing statements.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
ORAL COMMUNICATION Oral Literature		
	Most groups of people (tribes, nations, cultures, subcultures) have an oral tradition that is unique to them.	
		Investigate, then describe the oral traditions of several Native Alaskan groups.
	Oral literature changes as it is converted to written literature (e.g., inconsistencies are reduced, characterizations are made more definitive, and details are added).	
		Point out changes in stories which have been written from an oral tradition.
	Despite the characteristic oral tradition of particular groups, all oral tradition shares common thematic and spiritual characteristics.	
		Identify certain themes which are characteristics of oral tradition, using stories from several Native Alaskan cultures.

LANGUAGE ARTS
SECONDARY 9-12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Reading as a Tool Skill		
Decoding	Phonics rules assist in pronouncing unfamiliar words.	
		Use phonics rules to pronounce unfamiliar words.
Reasoning	In inductive reasoning, a conclusion is drawn from a group of examples or facts.	
		Use reasoning from example by questioning: 1) sufficiency of sampling, 2) fairness of sampling choice, 3) assessment of exceptions.
	In deductive reasoning, an accepted rule or principle is applied to a specific situation.	
		Use reasoning from a general rule by asking: 1) is the rule true? 2) does the rule apply in this instance?
	Evidence is the body of facts and opinions concerning the problem under consideration.	
		Use evidence appropriately, including facts, statistics, examples, incidents, and testimony.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill		
Structural Analysis	The skills of structural analysis assist one to decode unknown words.	
		Use basic principles for dividing words into syllables to assist in pronunciation and determination of meaning.
Vocabulary (General)	Combine structural and phonics analysis with context clues to determine the meaning of unfamiliar words.	
		Interpret the meaning of a word from the way it is used in a sentence.
(Analogies)	An analogical relationship is one in which dissimilar things are shown to be related in some common ways.	
		Make analogies between new vocabulary words and familiar words thus defining the new word.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill-cont. (Analogies-cont.)		Comprehend the meaning of a word through the use of one of the following types of analogies: purpose relationship, cause and effect, part- whole, part- part, action-object, object- action.
(Roots, Affixes, Compounds)	The meaning of foreign roots is an aid in defining English words based on those roots.	Use prefixes with Latin and Greek derivation to help determine the meaning of new words. Change the meaning of root words by adding affixes.
Comprehension	The author's purpose, organization, and presentation of main ideas and details interrelate.	Determine the relationships of ideas and details in written material.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Comprehension-cont.		Select informaton dealing with time, place, and culture from written material.
	It is important to use the main idea(s) in a reading selection.	
		Skim read a selection for main ideas, general format, organization, and style preliminary to an in-depth reading.
	Sequential development orders similar elements.	
		Detect modes of sequence in reading (e.g., logical, spatial, chronological, importance, cause and effect).
	There are different methods of summarizing and synthesizing.	
		Construct an outline that accurately represents the content of written materials.
		Take notes that accurately represent the content of a piece of written material.
Interpretation	A writer's bias may be reflected in the content of written material.	
		Select textual evidence to support what s/he believes to be an author's attitude toward a subject.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Interpretation -cont.		Use the tone, language devices, and content of a literary work to aid in determining a writer's purpose.
	The validity of material is based upon: - author's background - significance of publication date - reasonableness of conflicting statements of other authors.	
		Use the knowledge of an author's life and times as an aid to interpreting the writing.
		Assess a writer's qualifications and sources of information.
	Certain materials contain innuendo and satire.	
		Analyze cartoons for their social and political statements and their portrayal of human indiosyncracies.
	Assessing the author's underlying assumptions aides in interpreting a work.	
		Evaluate the techniques which advertisers use to create favorable attitudes toward their product and persuade customers to buy.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Reading as a Tool Skill Interpretation		Infer meanings and attitudes that are deliberately left unstated by the author.
Journalism	There are five W's in a news article.	Apply the major elements of a new article to the reading of one. Explain the intended audience of a news article. Point out the connotative language employed in a news article or editorial.
	There are different purposes for editorials.	Compare and contrast editorials exemplifying different purposes. Analyze faulty logic and bias in editorial writing (both in print and on television).
	There are different types of magazines targeted for different audiences and level appeal.	Compare and contrast different types of magazines, including level of appeal and targeted audience.

LANGUAGE ARTS
SECONDARY 9-12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING		
Literature		
Literary Response	A literary text has potential meaning at several different levels.	
		Discuss the different levels and orientations of a literary text.
		Elaborate a subjective response through analysis, synthesis, further association with personal experience, etc.
		Elaborate a response through imaginative speculation about "what might have been," creating a kind of empathy with the book.
	A reading of literature can assist one in interpreting cultural attitudes and customs other than his or her own through a reading of literature.	
		Utilize the different points of view in literature as a means of looking at is or her own experience in a new light.
Literature		
Classification	Literature may be classified by genre.	
		Classify literature by genre, e.g., novel, short story.
		Identify similarities and differences in literary genre.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING		
Meaning	Meaning in literature depends upon the author's ideas and intent, the author's effectiveness with structure and language, and the reader's interpretive skills, knowledge, and experience.	
		Explain why some works of literature have no easily defined meaning, i.e., that they exist as stories to enjoy or as experiments in language.
		Interpret literary texts by recognizing their use of conventional, structural, and universal themes.
Analysis	Analysis of a literary work describes, compares and contrasts parts of a literary work and their relationships.	
		Use the terminology needed to analyze and discuss plot development-exposition, initial incident, rising action, conflict, climax, anticlimax, falling action, catastrophe, denouement, foreshadowing, suspense, archetypal experience, etc.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Analysis-cont.		Recognize the narrative role of the writer (point of view) and how it affects the tone and the reader's interpretation of the writing. Analyze the tone and mood of a literary text.
Literature Characterization	Characters provide the means by which a writer expresses meaning.	Analyze a character through what she/he says and does, what other characters say about him/her, how they interact with him/her, and what the narrator tells the reader about him/her. Use the following to analyze and discuss character: archetypes, motivation, protagonist, antagonist, conflict, flat character, round character, dialogue, character foil, empathy, etc.
	One can analyze point of view.	Analyze and discuss point of view in a selection.
	A writer uses incongruities of character, action, and situation to create a humorous situation.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Characterization- cont.		Distinguish between humor that normally arises out of incongruity in character and situation and wit which normally arises from verbal incongruity. Explain how parody mimics a writer's language and style and often treats a serious subject in a light manner. Explain where satire attempts to diminish or ridicule human institutions or weaknesses, often in an effort to bring about a change in the condition satirized. Analyze attitudes held by characters which cause, reinforce, or reject unjust social conditions. Analyze the moral, social, and intellectual development of a character.
Synthesis	A literary text possesses unity and connectedness.	Trace similar themes through different literary texts.
Literary Criticism	Evaluate the worth of a literary text according to a set of criteria.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Evaluative		Establish personal criteria for the selection of reading material. Evaluate the worth and effectiveness of a literary text on the basis of any of the following elements: genre, literary conventions and devices, plausibility, potential for meaningful interpretation, moral stance, relationship to a literary tradition, writer's intention, emotional effect, etc.
Interrelationships of Literature, Society, and the Individual	A literary work may be significant for a number of reasons: social, historical, economic, religious, philosophical, political.	Describe how archetypal patterns are reflections of universal conditions such as death-rebirth, heaven-hell, the quest, unrequited love.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING Literature Interrelationships of Literature, Society, and the Individual-cont.		Describe how philosophies such as existentialism, determinism, and humanism have exerted profound direct and indirect influence on writers (e.g., Camus, Hawthorne, Crane).
	A writer may present his/her ethical values by portraying a life style that is opposed to those values and demonstrate how destructive to personal life and society that negation can be.	Analyze how a writer expresses ethical values through the ways in which his/her characters react to problems, the choices they make, their statements, and through exposition and the outcome of the story. Explain how the experiences and background of an author contribute to the theme of his/her works.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Interrelationships of Literature, Society, and the Individual-cont.	Literature demonstrates that different groups face many common problems and challenges in American society.	Point out where certain selections of American literature have perpetuated stereotypes of native Americans, women, the aged and the handicapped.
Values and Themes in Literature	Literature may reflect a person's concern and acceptance of responsibility to his/her fellow person.	Discuss how literature reflects conflicts based upon differences in age, attitude, and values.
	Literature reflects the idea that human experience is varied and paradoxical, embracing a multitude of often conflicting opposites.	Use selections of literature in understanding how to perceive his/her situation in a number of ways.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING Literature Values and Themes in Literature-cont.	Literature reflects upon the human condition and posits differing values regarding certain common themes.	Analyze how selections of literature reflect that a fundamental human need is for the individual to recognize and come to terms with the inevitability of his death. Compare and contrast how literary writings examine war and how it forces man/woman to a new and more complete knowledge of him/herself. Point out how literature treats practices that are not acceptable in one culture which may be acceptable in another culture. Compare and contrast how literature reflects upon individual freedom and the social and legal constraints upon that freedom. Discuss literature that shows that conflict can exist between mores and laws.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Values and Themes in Literature-cont.		Point out how literature may be an effective vehicle for social protest. Analyze utopian literature treatment of man's search for the perfect society and its condemnation of existing conditions by social criticism and satire. Use literature to demonstrate that a man or group faced with intense and prolonged discrimination and alienation may react by assuming a self-effacing, undemanding role but may also strike back with hostility. Point out how alienation is expressed in various ways in literature.
Movements and Traditions	Literature is a heritage as well as a stimulus for inventive departure and that authors utilize ideas, forms, and language of their predecessors.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Movements and Traditions-cont.		Describe how the Romans adapted and perpetuated the classical Greek forms of lyric, epic, comic, and tragic literature. List the ways in which the early medieval church played a major role in the preservation of the literary traditions of Greece and Rome during The Middle Ages. Explain that Renaissance literature reflected the humanistic interest in individualism, worldliness, and man's diverse potentiality.
	American literature and art were essentially branches of English literature and art until nearly the middle of the nineteenth century.	Explain why American colonial writers focused upon religious ideas and upon the rigors of settling the New World. Analyze ways in which folk literature has influenced written literature with U.S.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Movements and Traditions-cont.	Much of American literature has dealt with the human response to technological revolution.	
		Discuss how writers like Walt Whitman, Sherwood Anderson, and Ernest Hemingway greatly influenced the development of a distinctive American prose style.
	Regional and religious minorities have made significant and unique contributions to children's literature.	
		Describe the contributions to children's literature made by regional and religious minorities.
Analysis	Genres have characteristic form and conventions.	
		Distinguish genre based upon the following areas: 1) length, 2) use of prose or verse, 3) use of written and oral language, 4) structure.
	There are different types of narrative.	
		Distinguish tragedy from comedy in varied pieces of literature.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Analysis-cont.		Distinguish the romantic narrative from satire. Point out where incongruities of character, action, and situation are possible sources of humor.
Literature Folk Literature	Folklore is the oral transmission of art forms.	Describe characteristics of ethnic group folk literature.
	Myths provide imaginative patterns for understanding man and the universe as they portray man's deepest instincts and needs.	Discuss myths that are usually concerned with the activities of gods and superheroes. Point out the ways in which writers have used myths as the framework for literary texts.
	Similar folk tales were invented at different times and places by different peoples because people face many of the same challenges.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Folk Literature-cont.		Distinguish major motifs of the folk tale in different stories from different cultures.
Fables and Parables	Fables are a part of American literature (e.g., Thurber, Sandberg, Lear).	Distinguish that the moral of a parable is implicit while the moral of the fable is explicit.
Legends and Tall Tales	A legend is a story or collection of stories handed down through oral tradition and popularly regarded as history.	Point out how various Alaskan legends frequently serve to account for geographic physicial phenomena.
Short Stories	The short story deals with a wide variety of plots, characters, and themes.	Describe how short stories deal with characters and plot in a concise manner which often involves suspense and surprise. Point out ways in which the short story uses economy of language, details, characterization, and setting.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Novels	Novels are classified into types by the use of conventions and the author's intentions.	Discuss the sociological, the mystery and the escape novel.
	The conventions, language, and meaning of a novel unite to form an organic whole and that all contribute to the total effect.	Discuss the methods by which characterization is accomplished in a literary work: the character's name, appearance, thought, speech, actions, and the author's attitude toward the character. Point out how in a novel a writer may employ (when dealing with time): 1) a straightforward narrative with passage of time indicated by transitional devices such as "two week's later" or "the next morning," 2) flashbacks signaled by various transitional devices, 3) stream-of-consciousness in which literary time approximates "real" time, 4) multiple narrators, each narrator covering the same time period from his point of view, 5) other more sophisticated methods.

LANGUAGE ARTS
SECONDARY 9-12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING		
Biographies	A biography is the history of an individual's life which provides a particular perspective on the individual's personality, milieu, work, etc.	
		Explain how the biographer's point of view toward the subject influences the validity of the work.
		Distinguish how one modern journalistic approach to biography, the "nonfictional novel" (e.g., Capote, Sanchez) differs from biography.
	An autobiography is written by the subject him/herself in a "public voice," as distinguished from private diaries and journals.	
		Discuss the differences between a diary, a journal and an autobiography for the public audience.
Essays	The informal essay is a brief prose work in which the author assumes an equal level of competence with the reader and employs a relaxed, humorous, and often whimsical tone.	
		Explain why the television commentary is an oral informal essay.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING Literature Essays-cont.	The formal essay is a brief prose work in which the author writes as an authority on a subject, presents arguments in an orderly and systematic fashion, and employs a dignified and impersonal tone.	Distinguish between formal and informal essays and discuss examples of each.
	The personal letter can achieve the status of literature.	Give examples of letters used in the study of literature (e.g., letters of Heloise, Abelard, The Founding Fathers).
Poetry	A poem is unique, possessing a logic of its own; that it must be interpreted on its own terms rather than relying upon rigid, unchanging rules of explication.	Give examples of poems that have at their center irony and paradox.
	There are many different types of poetic expression.	Give examples of pop music lyrics and themes that represent a type of contemporary poetic expression.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Poetry-cont.		Describe how a folk ballad tells a story through dialogue and action, and frequently uses the staza form, refrain, and stock descriptive phrases. Identify free verse as characterized by much rhythmic variation. Describe an epic as a long narrative poem about the deeds of a traditional heroic figure. Distinguish a sonnet as a poem. Point out how a lyric is a poem that expresses the poet's emotions or sentiments rather than simply telling external events.
Sub-Genre	There are distinquishing features of sub-genre in literature.	Give examples of fantasy, which is characterized by supernatural or unnatural events or characters. Distinguish science fiction by its technique of extrapolating plausible future states from existing conditions. Describe the devices commonly used by leading mystery writers.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Use and Choice of Language	Style is the characteristic use of language by a writer.	
		Explain how style, like usage depends upon time, writer's purpose (serious, humorous), and audience.
		Point out how a descriptive phrase may describe an action, paint a visual picture, denote a sound or smell.
		Discuss how a writer utilizes word connotation in order to give emotional depth and richness to writing.
Literature Use and Choice of Language	Within a genre (e.g., poetry) appropriate style will vary for different types (e.g., limerick and epic).	
		Compare and contrast different sub-genre within poetry according to style.
	A writer "invents" figurative language because the existing language cannot convey the full meaning or insight.	
		Explain that figurative language is nonliteral and serves a specific purpose.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Use and Choice of Language-cont.	Figurative language, symbols, and images are interrelated with, and part of, the meaning.	
		Point out where figures of speech give a new interpretation (or expression) of experience.
	There are major types of figurative language.	
		Distinguish between metaphor and simile which involve a comparison of two basically dissimilar things that share a single characteristic.
		Point out where a hyperbole is an extreme exaggeration of fact.
	Tone is the writer's attitude toward his/her subject and audience.	
		Describe tone signals the implicit meaning underlying the writer's explicit presentation.
	Irony is a mode of speech in which the intended meaning is opposite to that which is literally expressed.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Use and Choice of Language-cont.		
		Discuss how irony varies in degree from lighthearted to vicious.
	Setting is time and place--time in history, season of the year, geographic place, particular circumstances of the environment, and the cultural milieu.	
		Point out the cultural milieu which includes the ethos, mores, customs, and lifestyles of the time and place.
	Mood is the generalized feeling which the setting, tone, and action evoke from the reader.	
		Explain ways in which an author creates mood: description of setting and characters, use of dialogue, creation of reader expectation, etc.
	The point of view chosen by an author has certain implications.	
		Distinguish the differing points of view in literary selections and evaluate the success of each.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will understand that:	The Learner will:
READING Literature Use and Choice of Language-cont.		
	The characteristics of sound are identified as intonation, stress, pitch, pause, rhyme, rhythm, onomatopoeia, and alliteration.	
		Explain the relationship between "sound" (alliteration, rhythm, onomatopoeia) and "sense" (meaning) in poetry.
	One can analyze a poem's meter.	
		Use the following terms to analyze a poem's meter; monometer, dimeter, trimeter, tetrameter, etc.
	Poets and writers use many meanings associated with universal symbols.	
		Point out the dominant symbol of a literary work which contributes to the meaning, unity, and structure of the work.
		Distinguish between a "sign" which is unambiguous (one meaning) and a symbol which may possess multiple meanings.
	Allusions to mythical characters, situations, or events are frequently encountered in Western literature.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Use and Choice of Language-cont.		Point out where writers frequently allude to widely known characters, situations, or events found in the works of influential writers such as Shakespeare, and Chaucer.
Film	Rendering experience into moving images is the main function of film.	Discuss how film communicates by images and sounds organized around elements of composition, rhythm, tempo, pace, lighting, color, music, and symbols.
	Film provides an opportunity to examine his/her beliefs and feelings.	Explain how the main purpose of film is to enlarge one's emotional and intellectual territory.
	There are basic terms employed by film makers, film viewers, and reviewers.	Explain the role of: - producer - director - cinematographer - set designer - composer

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Film-cont.	There are elements common to film and literature.	Identify and discuss the elements common to film and literature. There are many sources of film reviews.
		Compare film reviews of the same film from different sources.
	There are types of films.	Compare and contrast different types of films, e.g., documentary, art, western.
Television	Television is classified as mass media because it sends the identical electronic messages to people who are socially and geographically separated.	Evaluate the role of television as the most immediate and versatile of the mass media.
		Explain why television is public communication.
	Television shapes and is shaped by society.	Select different televisions shows/series and discuss the ways they are influenced by society and how they may influence society.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
READING Literature Television		Point out the ways that television influences his or her perceptions of the world. Analyze how television is used to persuade the viewer, both politically and commercially.
	Television is primarily dependent on advertisers.	Discuss the techniques of propaganda and persuasion that are widely used on television.

LANGUAGE ARTS
SECONDARY 9-12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Purpose	There are various purposes for writing: 1) To inform 2) To explain 3) To entertain 4) To persuade	Explain each of the purposes for writing. Direct the appropriate purpose for writing into a composition.
	In writing a variety of relationships exist between the author, the content, and the reader; these relationships shape and are shaped by the choice of language, convention and devices the author employs.	Choose language that is appropriate for the purpose and audience for which he/she is writing.
	There are factors to consider in identifying audience for writing.	Analyze factors to consider in identifying his/her intention toward the audience, then apply these factors to choice of language in writing.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Choosing Topics and Generating Ideas	The breadth and depth of the composition should be appropriate to the topic.	Select a subject, narrow it to a topic, and expand it to a theme statement.
	There are various means of generating ideas for writing.	Generate material for his/her topic by reading, by thinking creatively and analytically, by observing, and by talking with others. Draw writing material from previous writing, culling out generalizations, themes, and new perceptions.
Methods of Development	The successful development of the theme is dependent upon the choice of one or more methods.	Support his/her generalizations with relevant facts and data. Use illustration, classification, comparison-contrast, identification, chronology, to develop a theme.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Methods of Development-cont.	Introductions and conclusions are necessary elements to all forms of writing.	Write introductory narrative statements that: 1) summarize a past event as background for a new story. 2) give details which create an unusual situation or setting. 3) make a dramatic appeal. 4) create suspense. Write an introductory statement that: 1) includes the thesis of the composition. 2) presents a key to the structure of the composition. 3) offers an appeal and interest to the reader. Write concluding sentences of narrative paragraphs which: 1) express a definite emotional response. 2) lead smoothly into the next paragraph. 3) hint at subsequent solutions or developments. Write a concluding statement that embodies the controlling idea of the composition without simply repeating exactly what has already been written.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Controlling Structure	The organization of his or her material in a logical sequence is determined in part by the subject, purpose, and audience.	Select and pattern sentences and paragraphs according to the overall structure and purpose of his/her composition.
Paragraphs	Paragraphs can combine elements of description, narration, exposition, and argumentation.	Identify elements of description, narration, exposition and organization, and use each appropriately in paragraphs.
Revising: Evaluation and Editing	Work written for a formal purpose is seldom completed with the first draft. A critical examination and revision may be necessary.	Develop or select criteria for evaluation of his/her work. Evaluate and edit the content of writing for: 1) accuracy of statements. 2) adequacy of supporting details. 3) clarity of thought and logic. 4) depth of thought.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Revising: Evaluation and Editing-cont.		Evaluate and edit the organization of writing for: 1) organization consistent with the form of writing and purpose. Evaluate and edit the unity and coherence of writing for: 1) a topic limited to permit specific treatment. 2) a main point or purpose in writing the paper. 3) Use of specific words to clarify meaning. 4) Style, tone, and mood appropriate to the purpose and audience. Make appropriate selections and arrangements of drafts for various audiences with attention to the authenticity and clarity of one's own voice.
Style	Style involves language choices at the level of words and sentences.	Adjust his/her style of writing according to the genre and subject with which she/he is working. Develop his/her own style consciously.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING		
Tone and Mood	Mood is the generalized feeling that the setting, tone and action evoke from the reader.	
		Use setting, tone and action to convey a mood appropriate for the intent of the writing.
		Use the degree of irony that will help create the desired tone and mood (e.g., light-hearted or thought-provoking).
Point of View	Point of view can be expressed through first or third person.	
		Write in either first person or third person.
Figures of Speech	Figures of speech assist in developing meaning for a writer/reader.	
		Use metaphors, similies, personification, epigrams and metonymy appropriately.
Exposition	There are different techniques of expository writing: 1) Definition 2) Description of process 3) Comparison and/or contrast 4) Classification	
		Use information to support central ideas in an expository paper.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING		
Exposition-cont.		Write an expository paper which develops an idea, defines an opinion, or interprets a literary work.
		Write an informal definition of a term by first assigning the term to its general class and then developing its description from his or her own point of view.
		Write a comparison and/or contrast exposition showing similarities and/or differences of objects, people, places, and events in size, shape, time, function, age, etc.
		Write a formal essay in which she/he presents ideas and arguments on a subject with authority in a dignified and impersonal tone.
		Write an informal essay in which she/he presents ideas on a subject in a relaxed, humorous, and often whimsical manner.
	Descriptive writing uses details and images to create a unity of impression.	
		Use personal observation to provide authentic details for descriptive writing.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Exposition-cont.		
		State or imply in a biographical or autobiographical sketch, qualities of character substantiated by appearance, behavior, or response to given events.
Persuasion	In effective, persuasive writing, the writer must be particularly aware of the honesty and authority of the writing voice and the particular needs and points of view of the audience.	
		Write letters to newspapers, businesses, and political figures.
Narration	Narrative techniques use relationships between a narrator and an audience and they can be arranged in a continuum of progression.	
		Use narratives as parts of other forms of writing.
		Write dialogue that is acceptable as an adequate representation of natural speech.
Reports	Reports primarily use expository and descriptive forms of writing and are consistent and unified in thought, style and accurate in information.	
		Write a report that is concise in language and form, unified in thought, consistent in style, and accurate in information.

LANGUAGE ARTS
SECONDARY 9-12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING		
Summaries	The length of a text affects the kind and amount of information it can convey, and summaries may therefore be more or less effective in various lengths for various purposes.	
		Abstract an argument or other text so that maximum information is given in continuous text of limited length.
Literary Reviews	Assumptions underlying criticism include common notions about what is "serious" or "common"; about what is "good"; about what dialogues should do; etc.	
		Write an analysis of the techniques used by an author in a literary selection.
		Communicate his/her response to a literary selection.
The Short Story	Short stories deal with characters and plot in a concise manner which often includes suspense and surprise.	
		Write a short story containing the following: 1) one well developed character. 2) descriptive and narrative paragraphs. 3) conflict over ideas. 4) concise plot. 5) elements of suspense and surprise.

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING The Short Story-cont.		
	There is terminology used to analyze and discuss character: archetypes, motivation, protagonist, antagonist, conflict, flat character, round character, dialogue, character foil, empathy, etc.	
		Write a description of a character using his/her actions, physical description, thoughts and attitudes, and the author's attitude toward the character. Develop characters in the writing of short stories so that the following is revealed or implied: 1) Historical era 2) Geographic origin 3) Sex and age 4) Education 5) Socio-economic status 6) Values
Narratives and Drama		Establish setting in time and place in writing a story including one or more of the following: 1) Time in history 2) Season of the year 3) Geographic place 4) Particular circumstances of the environment 5) Cultural milieu

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Narratives and Drama-cont.		Write a story in which the protagonist meets obstacles such as: the antagonist, nature, coincidence, fate, or the gods. Use foreshadowing in his/her writing to suggest what will happen later in the story. Write a narrative based partly on his/her own experience.
Fantasy	Fantasy is characterized by the free play of imagination.	Write a fantasy using free imagination to develop preternatural events and characters. Write original myths and fables.
Drama	Drama is a story which uses narrative and dialogue to develop the action and the characters.	Write a play using dialogue to develop character, plot, and theme.
Poetry	Different patterns of sound repetition help achieve the right effect.	Use some of the musical qualities of poetry in original verse.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Note Taking and Journal Writing	Note taking and journal writing provide the means to record ideas, information and feelings.	
		Write minutes for a meeting including announcements, reports, of consensus, and resolutions.
		Keep a journal of his/her ideas, reactions to experience, and responses to books, movies, and issues.
	There are ways that a speaker (lecturer) signals important ideas and examples, transitions	
		Take notes from his/her reading and from lectures using mneomonic devices appropriate to the content and purpose.
	The discipline required for writing often serves to make one more certain of one's thoughts and ideas.	
		Express his moods, state of mind concerning himself/herself, relationship with others, and personal experiences in writing.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Research Papers	There are criteria for the selection of appropriate research topics.	Select an appropriate research topic using the criteria of: (1) Interest to researcher (2) Researchable from limited resources (3) Sufficiently limited.
	Research papers utilize a format and organization which includes: 1) Title page 2) Introductory statement that explains and limits the topic 3) Relevant facts on the topic 4) Logical presentation 5) Conclusions drawn as a result of resarch 6) Documentation with footnotes 7) Complete bibliography	Write a research paper which includes these points. Use conventions of footnoting appropriately and consistently. Acknowledge quoted or borrowed ideas with the proper use of quotation marks, reference to authorities, or a bibliographical list of references used.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Research Papers -cont.		Use abbreviations in a research paper, ibid, loc., cit., et al, etc.
Business and Social Correspondence	Letters are integral to our efforts to maintain the fabric of family, community, or society.	Write business letters that are concise, strategic, and courteous: letters of application, complaint, congratulations, request, introduction, acknowledgement, order, inquiry, transmittal, and claim. Use the following forms which relate to personal business: job application, credit application, personal resume', request for job interview. Write brief communications such as telegrams, announcements, bulletins, and classified ads. Write the following informal social communication using the appropriate form: message, directions, personal letters.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Business and Social Correspondence -cont.		Write the following kinds of formal social communications: thank you notes, responses to invitations, and speeches for public presentations.
Journalistic Writing	A newspaper article contains: 1) The five W's. 2) The inverted pyramid form. 3) No statements of personal opinion. 4) Identification of sources. 5) Paragraphs independent of the others in the article to allow cutting when necessary.	Write sports and news articles and human interest (feature) stories using newspaper format.
	Television and movie reviews include basic information, explained opinion and recommendations to the reader.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
WRITING Journalistic Writing-cont.		Write a television or movie review which includes basic information, explained opinion, and recommendations to the reader.
Mechanics of Writing (Punctuation)	The use of hyphens in compound nouns and adjectives varies according to style and should be consistent within a written work.	Use hyphens appropriately in his or her writing.
	Single quotation marks are used to enclose a quotation within a quotation.	Use quotation marks appropriately.
	Commas or dashes may be used to enclose non-restrictive phrases or clauses within a sentence.	Use commas or dashes appropriately.
	Brackets or commas are used to enclose editorial explanations, comments, or substitutions within quoted material.	Use brackets and commas appropriately.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
STUDY SKILLS General	Effective study habits increase retention.	
		Set regular study time and place.
		Recognize importance of self-discipline in learning.
	There are procedures for effective study reading	
		Apply the SQ3R, GRP or ReQuest method to a reading selection.
	Stopping periodically to review and accurately paraphrase the material he or she is reading is an aid to recall and comprehension.	
		Use oral repetition to increase retention.
		Ask and answer questions to increase retention.
Summarizing and Synthesizing	There are several ways to summarize and synthesize ideas.	
		Highlight or underline important information.
		Construct an outline that accurately represents the content of written material.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
STUDY SKILLS Summarizing and Synthesizing-cont.		
		Make a graphic aid to summarize information.
		Take notes that accurately represent the content of a piece of written material.
		Summarize ideas from a piece of written material in a brief statement.
		Group ideas in a story around several main ideas.
Library and Information Retrieval Skills	There are many ways to locate information efficiently.	
		Select appropriate reference works for a specific use.
		Use a variety of reference works.
		Use the appropriate reference for locating recent or indepth information.
		Use bibliographies as guides to locating information.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
STUDY SKILLS Library and Information Retrieval Skills-cont.		Use various sections of a newspaper to locate appropriate information.
		Use charts, maps, and graphs to locate specific information.
Reference Format		Use specific sections contained in reference works.
		Use various kinds of indexes provided in reference works.
		Use the general organization of a library to locate desired information.
Library Skills		Use the Dewey Decimal and the Library of Congress systems to locate information.
		Use a card catalog for locating information.
		Use dictionary guides and supplements to locate information.
		Use the Reader's Guide to periodical literature.
		Use a variety of encyclopedias.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will understand that:	SAMPLE LEARNING OBJECTIVE The Learner will:
STUDY SKILLS		
Library Skills-cont.	There are learning resources that are available beyond the classroom.	
		Use instructional materials, other than assigned texts, available in and outside the library.
Dictionaries	The dictionary records the most common pronunciation of a word through phonetic spelling, diacritical marks, and accent marks.	
		Use the phonetic spelling, diacritical marks, and accent marks to pronounce words.
	The dictionary records the etymology or origin of a word.	
		Trace the origins to a given word determining various meanings and usage.

ALASKA CURRICULUM GUIDE: Language Arts - Elementary and Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Wilson Anchorage	Integrate the reading and language arts guides.	This has been done in the second revision.
	Include a scope and sequence chart at beginning or end.	This will be a matter of local district decisions and should be included in district documents.
	Include a table of contents.	This cannot be done until all matters of content are settled.
	Include major sections related to oral language development and listening comprehension beginning at the primary level.	This has been done in the second revision.
	Concepts listed are skill topics or categories.	A decision was made to use the terms concepts/topics for all curriculum guides.
	Priority of any reading instruction should be on enjoyment.	Agreed, this is addressed in preface.
	Prefer to leave out the words "the learner will".	A decision was made to use this language for all curriculum guides.
	Library skills too narrowly defined should be expanded to include other information retrieval skills.	This has been done in the second revision.
	Content reading-related concepts should be included.	They have been included in the second revision.
	Higher order comprehension not introduced early enough.	This has been included in the second revision.
	More attention to metacognitive aspects of reading (thinking about thinking/reading) (e.g., on what basis did you make the prediction)	This has been included in the second revision.

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Wilson Anchorage (Cont.)	Needs to be more on the development of technical vocabulary - must teach children to read from a large variety of texts.	This has been addressed in the appended reading list.
	Indicate if mastery learning is expected.	This issue has been attended to in the preface.
	Include process statements for phonics, e.g.: . Children know multiple strategies for decoding. . They automatically apply/routinely use them. . They are in the habit of checking their decoding against word sense.	Language used in stating objectives is the same for all curriculum guides; second revision more comprehensive and detailed and includes statements about various uses of phonics skills and strategies for decoding unknown words.
P. Davis AASL	Stressed importance of students in grades K-12 developing useful information retrieval skills e.g., library, media, res. or study skills, for locating, selecting, interpreting, using, and applying information available in print and non-print resources. . Print: e.g., fiction, non-fiction, reference books, textbooks. . Non-print: e.g., films, filmstrips, TV, records, audiotapes, videotapes, and microcomputer programs and data bases.	Attended to in second revision.
M. Dunsing Sitka Reading Council	Kindergarten should be added to reading curriculum; kindergarten guide does not adequately cover reading readiness skills.	Reading and language arts readiness skills covered in revision of kindergarten guide.

ALASKA CURRICULUM GUIDE: Language Arts - Elementary and Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
M. Dunsing Sitka Reading Council (Cont.)	Integrate reading and language arts.	This has been done in the second revision.
	Scope and sequence chart impt. for indicating whether a skill is introduced or mastered.	It was decided that this not be done in these guides. This would be a function of local curriculum documents.
	Include table of contents.	This can be accomplished more efficiently after content has been finalized.
	Priority needs to be placed on reading for enjoyment and readig as a lifetime skill.	Agreed, this is addressed in preface.
	At high school level, composition and research skills should be emphasized.	These have been included in the second revision.
	Syllabication as a decoding skill needs to be included in grades 1,2,3 and 4.	Included as requested in second revision.
S. Hansen Juneau Reading Council	Philosophical statement should be included.	Included as requested in second revision.
	Grid should be included that allows a person to see all the skills in relation to all the grades.	Detailed scope and sequence will be a matter for local district decisions.
	Statement regarding language experience approach should be included a first grade level.	This is a matter of instructional strategy. and as such is not addressed in this curriculum guide.
	Language arts should be integrated with reading.	Done in second revision.

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
S. Hansen Juneau Reading Council (Cont.)	Better to have a process oriented curriculum rather than a product oriented curriculum, e.g., instead of: The learner will apply the concepts of phonics to determine the pronunciation of words use: Students will know multiple strategies for decoding and they will determine if what they said is correct by whether it makes sense.	Language used in stating objectives is the same for all curriculum guides; second revision more comprehensive and detailed and includes statements about multiple uses of phonics skills and strategies for decoding unknown words.
	At secondary level: (1) there should be more integration of writing skills and general composition skills (2) more emphasis on research skills.	This issue has been attended to in the second revision.
	Rather than grade levels, skills should be divided into primary, intermediate, middle school, and high school.	Attended to in second revision: curriculum has been segmented into the recommended four levels.
	Develop study skills section at secondary level; include: . interprets graphics aids . information location skills . study and retention strategies	These issues have been included in the second revision.

ALASKA CURRICULUM GUIDE: Language Arts - Elementary and Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Fields	Needs a philosophical statement: if following Piaget, for example, then need to develop curriculum accordingly.	A philosophical statement has been included in the preface of the second revision.
	No mention of writing as a way of learning to read.	This is a matter of instructional strategy and as such, has not been included. The guide focuses on content.
	No reference to the place of oral language proficiency in beginning reading instruction.	Oral language/reading included as a sub-section of revised language arts curriculum.
Opitz Juneau School District	Learning objectives need to be more specific.	Attended to in the second revision.
	Learning objective should come before the outcome.	Decision was made to use the order of: (1) Topic/Concept, (2) Learning Outcome, (3) Sample Learning Objective.
	The term "topic" is more appropriate than "concept".	Attended to in the second revision.
	Not necessary to sequence topics since several can happen simultaneously.	Attended to in the second revision.
Reading Teacher Specialists/Fairbanks North Star Borough School District	Instead of present format of concept, learning objectives and learning outcomes use the more familiar skills, goals and objectives, and examples.	Decision made to use terms: (1) Topic/Concept, (2) Learning Outcome, (3) Sample Learning Objective.

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Reading Teacher Specialists/Fairbanks North Star Borough School District (Cont.)	Include a statement of philosophy.	A statement of philosophy has been included in the preface.
	Include a scope and sequence chart that indicates a readiness, introduction and mastery level for each learner outcome.	This is seen as a matter for local district decisionmaking. Such charts would be included in local curriculum documents.
	Include kindergarten level readiness skills.	These skills have been included in the kindergarten curriculum guide under language arts.
	Integrate language arts curriculum guide with the reading curriculum guide.	They have been combined in the second revision.
	Include the "applications to life" concept under comprehension and rename it "appreciation".	This has been incorporated in the second revision.
	Shift survival reading into study skills section; study skills and library skills could then be expanded to reflect change from traditional school library to media center.	Study skills section has been expanded to reflect change from traditional school library to media center.
	Recommend that curriculum should be adopted only as a guide to districts that have as yet not written their own curriculum and that the state should not mandate its use or use it to replace a locally developed document.	Agreed, This issue has been addressed in the preface to the language arts curriculum guide.

ALASKA CURRICULUM GUIDE: Language Arts - Elementary and Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Corbett/Anchorage Literacy Project	Need to clearly delineate levels of achievement, i.e., provide a clear picture of what student will learn in each grade - establish minimum competencies.	This is not a function of the guide but needs to be attended to in local curriculum documents.
	Guide is not really a guide. It is a survey and as such it cannot be very useful in molding actual course content.	The second draft is in the form of a guide.
	Secondary model is too extensive.	Second version is still quite extensive as language arts is seen as the heart of the entire curriculum.
	Need to include element of enjoyment in teaching reading.	This is addressed, and stressed, in the preface.
St. Mary School District	Curriculum found to be useful with a variety of reading approaches, so have no recommendations for improvement. "Concept" is a better term than "topic".	Term Topic/Concept adopted for second draft.

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Corbett/Anchorage Literacy Project	Writing competently on the levels indicated will need careful increments from grades 7-12.	This important issue has been addressed in the preparation of writing objectives for the second revision.
	Too heavy an emphasis on written skills and mechanics at too early an age: much of what is part of the second, third, and even fourth grade composition is far too sophisticated for children ages 6-9; suggestions: teach one or two areas so thoroughly that they do not need to be retaught, e.g., grade 1: recognize plurals; recognize use of periods and question marks. grade 2: use correct form of past tense; use commas in date, year; some irregular plurals; capitalization as listed. grade 3: use of periods after abbreviations; commas after greetings; capitalizing days, months, cities, states, holidays. grade 4: Correct use of pronouns, uses of apostrophes, additional capital uses.	Objectives in these areas have been shifted to upper grades.
	Would choose the term <u>skill</u> rather than either <u>concept</u> or topic at the elementary level since emphasis is on particular elements and these elements are for the most part, skills.	A decision was made to use the terms concept/topic for all grade levels for all curriculum guides.
	The speech components seem much more demanding than most high school people are ready for.	The speech sections are appropriate for most students. Teachers may devise objectives which are appropriate for their students.

ALASKA CURRICULUM GUIDE: Language Arts - Elementary and Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Corbett/Anchorage Literacy Project	Not clear whether curriculum proposed for grades 7-12 is an orderly development or whether all items will be touched on each year - this needs to be clarified.	Objectives for each of the four levels are representative of what should be covered in language arts curriculum grades 1-12; they are orderly in the sense of each level's objectives being prerequisite to those that follow.
Anonymous Anchorage	Elementary	
	Though most of the pieces are present, document lacks any super-structure to hold it together; no apparent sequence to any of the objectives - some idea of students moving from simple to increasingly complex skills must be incorporated.	A new organizational framework was designed for the combined language arts/reading curriculum guides which will take students through a similar progression of skills. The major areas are the same for each level with the skills increasing in difficulty.
	Learning outcomes are far too specific; teachers confused about whether these items were suggestions or requirements.	Modifications made in most areas: outcomes are kept at a general level and objectives at a specific level.
	Treatment of oral language sadly lacking.	Stronger emphasis on oral language in the second revision for all four levels.
	Treatment of critical thinking skills very limited; objectives deal only with minute items, failing to show thinking skills in a process orientation.	Treatment of these skills has been expanded for all four levels.
	More should be done with the uses of language, i.e., thinking, conventional use, managing writing process.	Attention to the writing process has been increased and expanded in the second revision for all four levels.

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Anonymous Anchorage (Cont.)	Range of writing activities too narrow -- should be some attempt to identify some specific activities and develop them across the grades, e.g., persuasive writing.	Has been attended to in combined draft.
	Use of writing as a process given limited treatment should be dealt with more thoroughly; writing process integrally involved in the development of thinking skills.	Has been attended to in the combined draft.
	Role of student as a responder to other student's work is lacking.	This is not a curriculum issue, but is an instructional matter.
	Information about electronic communication should be included.	This is addressed in the the Computer Ed. guide.
	Entire area of literature omitted from document; reading and language arts must be integrated.	Literature included in all levels with suggested reading lists arranged by topic and/or genre; language arts and reading curriculum guides integrated.
	No mention of writing in content areas -- guide should include reference to ways literature and writing can be used in content areas (e.g., science, Pacific Rim studies).	This was addressed in the second draft.
	Secondary	
	Learning objectives far too specific.	A decision was made to keep objectives specific and outcomes general.
	Entire document very product oriented as opposed to the more desirable process orientation; no attempt to suggest curriculum integration.	The second draft attempts to be more process oriented and better integrated with other subjects.

ALASKA CURRICULUM GUIDE: Language Arts - Elementary and Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Anonymous Anchorage (Cont.)	Study Skills: research dealt with primarily as secondary research -- primary research (e.g., search) is more valuable.	Study skills section expanded to include both primary and secondary research.
	Writing: must include process with more attention focused on student role in the process; types of writing too limited.	Writing section expanded to include various types of writing and audiences and student role in the writing process.
	Speaking: oriented toward the informal and formal speech situation with no attention given to the development of oral fluency (this has been identified as a critical need).	Oral language section included in all levels of revised language arts curriculum; it is more comprehensive and includes a section on developing oral fluency.
	Objectives included under Mass Media and Journalism are far too elaborate for all students -- students should be able to understand the impact of media on them and their lives and to use media to acquire information.	Number of objectives retained with statement in preface about teachers being able to choose those that are appropriate.
	Literature: interesting that both World Literature and British Literature included, and each is given as much weight as American Literature; also some concern about necessity of teaching Beowulf to all students.	Second draft gives greater weight to American literature. Agreed that not all high school students are ready for Beowulf.
	List of potential electives in appendix would be more helpful if sample course descriptions could be included.	Agreed. It is expected that course descriptions will be developed locally.
	Considering the tremendous differences existing within the established curricula in place across the state, it is probably best to leave decisions about where specific objectives will be taught to the individual districts.	Agreed. Statement in preface indicates that the outcomes included are to be used as a framework by districts as they develop local curricula. The sample learning objectives are provided as examples only.

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Berlin/Alaska Advisory Council	Document fine as is; minor suggestion: include demonstrate the proper use of text and reference books. This will ensure better care of non-consumable books.	This is covered in the kindergarten guide and is assumed for increasingly higher grades.
Anonymous Library Group	Too much overlap of study skills with reading -- have it appear in one curriculum only.	Study skills section expanded and kept separate from reading; reading and language arts combined into one curriculum guide.
St. Mary's	Minor syntax revisions; concept o.k.; there was no missing content, and the sequencing was good.	Most content retained in second draft.
Alaska Native Foundation	Need to define reading at beginning of guide; this will set the stage for the rest of the guide.	A definition of the language arts is included as part of the preface.
	Guide neglects to include multicultural concepts.	To the extent possible, concepts are included as they contribute to a broader understanding of literature; the teacher is also encouraged to select multicultural reading material to illustrate language arts concepts.
	Expressed concern for students' ability to judge validity of a piece of writing. The guide needs to include information on race/sex/role bias, stereotyping and philosophy of writer.	This is included in the literature section.

ALASKA CURRICULUM GUIDE: Language Arts - Elementary and Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Alaska Native Foundation	Omission of study of words of Native American derivative.	General study of word derivation is included in revised guide without specifying words; teacher may select appropriate words.
	Use of the terms "literary form" and "literary devices" should be context specific showing effects of culture.	The guide presents many different literary forms and devices with general definitions and examples; the teacher may augment these with additional examples to illustrate effect of culture.
	Characteristics of ethnic folk literature and Alaska Native folk literature need to be integrated throughout the guide.	To the extent possible, the revised literature and writing sections include these topics; as well, a reading list with these topics is appended to each of the guides.
	Omission of rich oral tradition of Alaska Native Literature.	To the extent possible, this has been included in both the oral and written language sections of the revised guides; the teacher is encouraged to augment these sections with additional examples.
	Need to include a discussion about cross-cultural communicative styles.	Discussion kept "generic" so teacher can apply concepts to different cultures as well as provide appropriate examples to depict cultural differences.
	Need to include a discussion about different concepts of time (as they apply to different cultural groups).	Discussion kept "generic" so teacher can apply concept to different cultural group when and where appropriate.

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Alaska Native Foundation	Grammatical forms do not reflect cultural differences thereby creating potential problems for ESL and bicultural students.	This was not attended to in revised guides.
	No mention that impromptu speaking treated differently by Alaska Native and Native American groups.	This was not attended to in revised guides.
	Include term "tradition bearers" with other community resources.	Not included in revised guides.
	Communication skills need to include oral literature and/or traditions.	To the extent possible, oral language sections include these; as well, the teacher is encouraged to augment sections with culturally appropriate selections.
	Within Mass Media section need to include discussion about the way the media affects the perceptions people have of racial/ethnic groups.	Included in discussion about stereotypes.
	Literature section does not include rich oral tradition of the Native American tribes.	This is included in revised guides; teacher is encouraged to augment section with culturally appropriate selections.
	Electives leave out courses which would emphasize multicultural themes.	Electives deleted in the revised guide; decision for additional literature courses left to Alaskan educators in LEA's and SEA's.

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: LANGUAGE ARTS
Course:
Level: SECONDARY
Grade(s): 9-12
Date: 5-15-1985

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	6	4	**
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	45	27	**********
3.00 Application	60	36	**********
4.00 Analysis	36	22	**********
5.00 Synthesis	9	5	***
6.00 Evaluation	8	5	***
SUBTOTAL	164	98	
AFFECTIVE	2	1	*
PSYCHOMOTOR	1	1	*
Not Classifiable	0	0	
TOTAL	167	100	